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File ID Number	23-2581
Introduction Date	12/13/2023
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
By: Sondra Aguilera, Chief Academic Officer
Jennifer Blake, Executive Director of Special Education
David Cammarata, Director of Special Education Related Services

Board Meeting Date

Subject Grant Award – U.S. Congressionally-Directed Appropriation "Earmark" – Adult Transition Services Partnership Project ...- Clausen House, OUSD, Merritt College, Laney College - Special Education Department

Action Requested and Recommendation

Acceptance by the Board of Education of \$205,360.00, as District’s invoiceable reimbursement share, of \$1,058,408.00, of a U. S. Congress “earmark”, awarded to Clausen House (CH), Oakland, CA, from the Administration for Community Living, an agency of the U. S. Health and Human Services Department, with CH, as lead agency, for the Transition Services Partnership Project, a collaboration between Clausen House, Laney College, Merritt College, and OUSD, providing a pipeline of support for students with intellectual and developmental disabilities (IDD) to achieve valuable academic and vocational life options, post public school special education, for the term September 1, 2023 through September 20, 2024, via the Special Education Department, pursuant to terms and conditions thereof.

Background

(Why do we need these services? Why have you selected this vendor?)

Clausen House, a non-profit community service provider for individuals with IDD, is leading a unique Adult Transition Services Partnership Project team between Oakland Unified School District, Laney College, and Merritt College to establish new approaches to improving employment, educational, and life skills and support for individuals with IDD-- and their families-- as these young people leave high school and enter adulthood. Clausen House will help coordinate efforts by OUSD, Laney College and Merritt College to develop new integrated approaches to providing transition services to individuals with intellectual and developmental disabilities, and to meet a range of unfunded or underfunded mandates for transition services for young adults with IDD.

The proposal is consistent with the underlying authorities that created the Administration for Community Living (Public Law 106-402) and the Projects of National Significance Program, including statutory provisions within Subtitle E, Section 161 that makes eligible for funding “projects that provide aid to transition youth with developmental disabilities from school to adult life, especially in finding unemployment and postsecondary education opportunities...”. There is no direct award to OUSD, but funding is being provided through a reimbursement model with Clausen House.

Fiscal Impact

This Grant provides OUSD with additional funding to be used for individuals with IDD.



Attachments

OUSD Grant Management Face Sheet
Adult Transition Services Partnership Project Award Award Letter from Clausen House
United States Health and Human Services - Administration for Community Living Grant
Award To Clausen House
Narrative - Adult Transition Services Partnership Project for People With Intellectual
and Developmental Disabilities
Letters of Support

OUSD Grants Management Face Sheet

OUSD Grants Management Face Sheet

Title of Grant: Adult Transition Services Partnership Project	Funding Cycle Dates: July 12, 2023- July 11, 2024
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Jennifer Blake, Executive Director Department of Special Education 915 54th Street, Oakland, Ca 94608 (510)879-5003 jennifer.blake@ousd.org	Grant Amount for Full Funding Cycle: 1,058,408\$ total OUSD Budgeted Amount: 205,306\$; accessible through reimbursement to/ with Clausen House
Funding Agency: United States Congress, Targeted Appropriations	Grant Focus: This funding will allow the coalition (OUSD, Laney and Merritt Colleges, and Clausen House) of transition service providers to carry out new and expanded portfolios of programs to help ensure individuals with IDD, as well as their families and caregivers, have access to early and sustained services and options for a successful life following graduation and exiting from the Oakland Unified

School District.

List all School(s) or Department(s) to be Served:

Department of Special Education, Young Adult Program, Career Transition Services

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	For the OUSD portion of this funding, the monies will help us further our instructional opportunities, inclusive practices, and provide additional/ targeted training and support to educators in the Program. Overall, this funding will establish a database/dashboard to provide individuals with IDD/DD timely, updated, sustained information on continuing education, employment, and social opportunities that are appropriate and linked to on-going success in post-District experiences. Will help develop a Transition Advisers Network to maintain advice, guidance, and support that individuals with ID/DD, and their families and support networks, need to continue to access high-quality and appropriate services after they leave the District.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Federally mandated reporting as determined by congress when monies are awarded.
Does the grant require any resources from the school(s) or district? If so, describe.	Continuation of the Young Adult Program with services provided as they have been.

Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Services are supported by an OUSD funded grant
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Name/Title: David Cammarata; Director, Special Education Related Service Supports Site: Address:

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	David Cammatata	<i>David Cammarata</i>	8/4/2022
Chief Academic Officer			

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell		



Jaynette Underhill, MA, PHR, SHRM-CP
Executive Director

September 27, 2023

BOARD OF DIRECTORS

OFFICERS

David Cammarata
Oakland Unified School District

Tiffany Barbour Taylor
PRESIDENT

Yale Kofman
VICE-PRESIDENT

Re: Adult Transition Services Partnership Project Award

Katie Dickinson
SECRETARY

This correspondence is to serve as official notification of the Clausen House Transition Services Partnership Project Award. The Administration for Community Living is a agency within the Health and Human Services Department that focuses on funding innovative projects that support the IDD community. Our collaborative project meets this goal.

The Rev. Mauricio Wilson
CFO

MEMBERS

Robert Carloni
Deborah Schweizer

ADVISORY COUNCIL

Robert L. Hobson
Susan Malick
Peter Reinke
The Rev. Richard Schaper

The Transition Services Partnership collaborative consists of Clausen House, Laney College, Merrit College, and OUSD. Clausen House serves as the lead agency within this collaborative.

ADMINISTRATION

Veronica Mercado-Santana
SENIOR DIRECTOR OF PROGRAM SERVICES

Debbie Gallano
BUSINESS OFFICE SPECIALIST

Angelica Sanchez
HUMAN RESOURCES SPECIALIST

The Transition Services Partnership Project is a collaborative project designed to create a pipeline of support for students with intellectual and developmental disabilities to achieve valuable academic and vocational life options, post public school special education.

PROGRAMS

Adult Education
Affordable Housing
Independent Living
Supported Living
Residential
Supported Employment
Supported Living

The OUSD portion of the total grant award is \$205,360.00.

On September 18, 2023, Clausen House was notified our collaborative project will commence on 9/1/2023 and last through 9/20/2024.

CONTACT

88 Vernon Street
Oakland, CA 94610

363 Belmont Street
Oakland, CA 94610

201 Perkins Street
Oakland, CA 94610

345 Lenox Street
Oakland, CA 94610

650 Grand Avenue
Oakland, CA 94610

3223 Telegraph Avenue
Oakland, CA 94609

PHONE 510.839.0050

FAX 510.444.5790

www.clausenhouse.org

As the commencement of the collaborative's work has begun, there is a fiscal draw down process that is used for each collaborative entity to secure incremental funding throughout the duration of the one year grant period.

OUSD will submit billing invoices quarterly until the total amount of \$205,360.00 is drawn down.

We are excited to partner with OUSD on this very valuable collaborative project.

Jaynette Underhill-Levingston, MA, PHR, SHRM-CP
Executive Director

AWARD PROFILE

Grant Summary



Project Grant



FAIN 90CFPD0018

In Progress

(7 months remain)

Awarding Agency

Department of Health and Human Services (HHS)

Recipient

CLAUSEN HOUSE

88 VERNON ST
OAKLAND, CA 94610-4217
UNITED STATES

Congressional District: CA-12

Assistance Listings (CFDA Programs)

93.493 - CONGRESSIONAL DIRECTIVES
[VIEW MORE INFO ABOUT THIS PROGRAM](#)

Dates



Start Date
End Date

Jul 12, 2023
Jul 11, 2024

\$ Award Amounts



Description

ADULT TRANSITIONS SERVICES PARTNERSHIP PROJECT



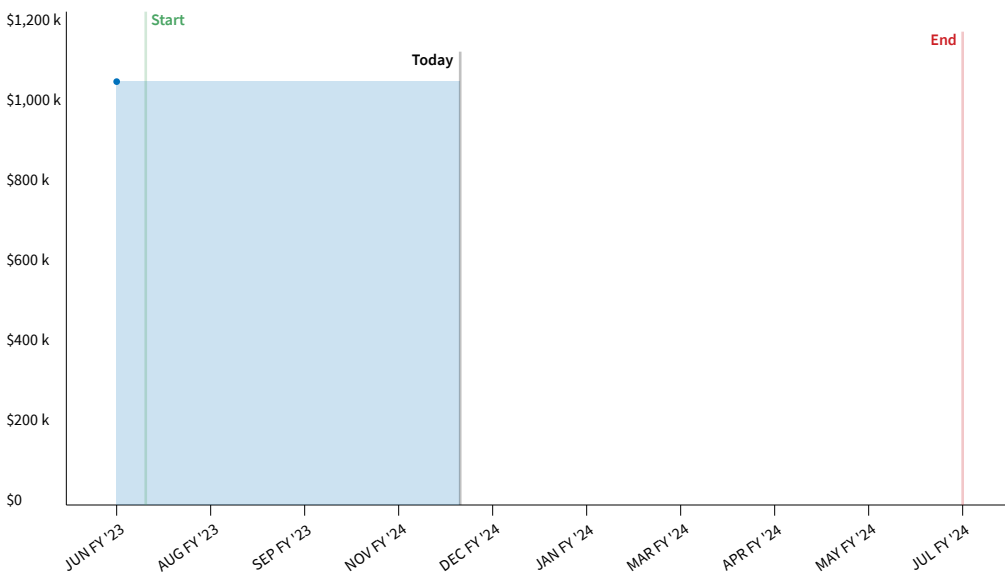
AWARD PROFILE

Grant Summary

Obligated Amount	\$1,058,408.00
Non-Federal Funding	\$0.00
Total Funding	\$1,058,408.00

[View Transaction History](#)

Grant Activity



[View transactions table](#)

Federal Accounts

Federal Account	Combined Obligated Amount	Percent of Total	Funding Agency
AGING AND DISABILITY SERVICES PROGRA...	\$1,058,408	100%	(HHS) DEPARTMENT OF HEALTH AND HUMAN SERVI...

NOTE: Result count may differ between treemap view and table view. Treemap view only displays accounts with a positive combined obligated amount, while table view displays all accounts.

Summary of All Federal Accounts used by this Award

Total Funding Obligated	\$1,058,408.00
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AWARD PROFILE

Grant Summary

Total Count of Awarding Agencies	1
Total Count of Federal Accounts	1

[View federal funding submissions](#)

Assistance Listing (CFDA Program) Information

93.493: CONGRESSIONAL DIRECTIVES

Objectives

To implement special Congressionally directed projects or programs identified in HHS' Consolidated Appropriations Act, 2022, committee reports incorporated by reference into this Act, and other statutes mandating that HHS provide financial assistance awards to a designated recipient(s) for a particular program, project, or activity. In some cases, Congressional Directives designate geographic areas. Funding priorities are to issue these financial assistance awards to the designated recipients within statutory and regulatory requirements as quickly as possible.

[read less](#)

Administrative Agency

HEALTH AND HUMAN SERVICES, DEPARTMENT OF, HEALTH AND HUMAN SERVICES, DEPARTMENT OF

Website

SAM.gov Page

<https://sam.gov/fal/f5894535e13a49008b79b03ccaf43786/view>

[SHOW MORE](#)

Award History

Transaction History 1 Sub-Awards 0 Federal Account Funding 1

Modification Number	Assistance Listing	Action Date	Amount	Action Type	Transaction Description
00	93.493	06/29/2023	\$1,058,408	A: New	ADULT TRANSITIONS SERVICES PARTNERSHIP PR

Additional Information

[Expand All](#)

AWARD PROFILE

Grant Summary

Unique Award Key	ASST_NON_90CFPD0018_7577
Record Type	Financial Assistance, Non-Aggregated
Federal Award Identification Number (FAIN)	90CFPD0018
Awarding Sub-Agency Code	7577

 Agency Details ▼

Awarding Agency	Department of Health and Human Services (HHS)
Awarding Sub-Agency	Administration for Community Living
Awarding Office	ACL CENTER FOR MANAGEMENT AND BUDGET/OFFICE OF GRANTS MANAGEMENT
Funding Agency	Department of Health and Human Services (HHS)
Funding Sub-Agency	Administration for Community Living
Funding Office	ACL ADMINISTRATION ON AGING




 Place Of Performance ▼

Address	CA UNITED STATES --
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 Period Of Performance ▼

Start Date	07/12/2023
End Date	07/11/2024

 Recipient Details ▼

Recipient	CLAUSEN HOUSE
Recipient Identifier	MTDHM6VFNEM8 (UEI )
Parent Recipient	CLAUSEN HOUSE
Parent Recipient Identifier	MTDHM6VFNEM8 (UEI )
Recipient Address	88 VERNON ST OAKLAND, CA 94610-4217 UNITED STATES
Congressional District	CA-12 
Business Types	Nonprofit Organization

 Executive Compensation ▼

Officer 1	--
Officer 2	--
Officer 3	--
Officer 4	--
Officer 5	--

ADULT TRANSITION SERVICES PARTNERSHIP PROJECT FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES: A PROJECT OF NATIONAL SIGNIFICANCE

CLAUSEN HOUSE
OAKLAND UNIFIED SCHOOL DISTRICT
MERRITT COLLEGE
LANEY COLLEGE
OAKLAND, CALIFORNIA

MARCH 28, 2022

I: INTRODUCTION:

Clausen House (Oakland, CA.), The Oakland Unified School District, Merritt College; and Laney College (Oakland, CA) seek funding for an innovative program to provide powerful and novel transition services to people with developmental and intellectual disabilities. The project will serve as a national model that is easily adopted by collaborations in cities throughout the United States.

Clausen House (a non-profit organization serving the needs of people with intellectual and developmental disabilities (IDD) for over half a century); the Oakland Unified School District (a public-school district with 87 schools and 36,154 students); Merritt College (11,500 students); and Laney College in Oakland, CA (13,000 students) propose a partnership and a national model to enrich transition services for IDD individuals shifting from their adolescence to early adulthood.

This innovative collaboration is consistent with both the underlying authorities that created the Administration for Community Living (ACL) and the statutory program purposes set forth under Subtitle E, and other parts of Public Law 106-402, the Developmental Disabilities Assistance and Bill of Rights Act of 2000.

The purpose of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act), is to “assure that individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life ...” This legislation created the Administration on Intellectual and Developmental Disabilities (AIDD) at ACL.

The final rule for Independent Living (IL) programs contained within the Workforce Innovation and Opportunity Act, and published in the Federal Register in 2016, states, among other things, that the ACL shall: “Facilitate the transition of youth with significant disabilities who are no longer in school and no longer receiving services under section 614(d) of IDEA (Individuals with Disabilities Education Act).”

Additionally, the **Adult Transition Services Partnership Project**'s alignment with ACL statutory authorities, is reflected under **Subtitle E, Section 161(2)(D) of Public Law 106-402**. This section states that an ACL Project of National Significance may be: ' (D) other projects of sufficient size and scope that hold promise to expand or improve opportunities for such individuals,' including, under (D)(vi):

(vi) projects that provide aid to transition youth with developmental disabilities from school to adult life, especially in finding employment and postsecondary education opportunities ...”

In addition, as stated on the website of the Administration for Community Living, 'projects of national significance' are given special priority for focusing on the following:

Projects of National Significance (PNS) focus on the most pressing issues affecting people with developmental disabilities and their families, creating and enhancing opportunities for these individuals to contribute to, and participate in, all facets of community life. Through PNS, ACL supports the development of national and state policy and awards grants and contracts that enhance the independence, productivity, inclusion, and integration of people with developmental disabilities.

These transition services priorities and National scope requirements are the cornerstones of the **Adult Transition Services Partnership Project**.

In summary, the **Adult Transition Services Partnership Project** goals and objectives are in lock step with all of the priorities and statutory requirements cited above, and will forge a national template for ensuring that individuals with IDD have the most effective, coordinated, **integrated**, and comprehensive transition services available in any State.

Request of Congress:

Clausen House requests the support of the Congress to provide Congressionally-targeted appropriations of \$1,198,000 to allow it and its partners (Oakland Unified School District, Merritt and Laney Community Colleges in Oakland, CA) to develop enhanced transformational, innovative, and comprehensive transition services for individuals with intellectual and development disabilities in the Oakland Bay Area. Most importantly, the project goal is to develop two unique approaches that greatly enhance transition opportunities for people with intellectual and developmental disabilities. The first approach is to develop a comprehensive **Database/Dashboard** focused on employment opportunities and current and evolving skills education for successful employment and life skills for success after high school. The second approach is to develop a system for integrating all providers and education institutions providing transition services. This **Database/Dashboard** will serve as a model adaptable to most cities in California and throughout the nation. These two novel and innovative approaches will contribute to the establishment of a national template for transition services that is truly a **Project of National Significance**.

II: THE NEED FOR TRANSITION SERVICES AND A NATIONAL MODEL FOR ADULT TRANSITION SERVICES FOR INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.

The Mind Institute of the University of California, Davis, in an earlier project plan with Clausen House, stated why it is so important to pursue comprehensive adult transition services:

Transition-age youth with intellectual and developmental disabilities (ID/DD) and their families face unique challenges in their transition to adulthood. Not only do they face significant barriers to financial security and employment, they must learn to navigate a new service system. When youth with ID/DD turn 22 and age out of the educational system, there is a sudden decrease in accessible supports that has been described as the “services cliff” (*Turcotte et al., 2016*). Difficulties in obtaining support services in adulthood and integrating into the community have been linked to inadequate transition planning during high school (*Turcotte et al., 2016*).

There appears to be unanimous international agreement among experts who study this vital transition period—from the United States to the United Kingdom—that this transition period from the relative structure of high school to the challenges of young adulthood is of critical importance to the future development of individuals with IDD.

A 2020 “**Intellectual Disability and Health**” article entitled ‘*Transition for Children with Intellectual Disabilities*’ captures the consensus on the need for a solid transition ‘plan’ for individuals with IDD and their families:

Transition marks a time when an individual gains greater choice and autonomy so they become independent. This can be a source of great anxiety for parents and carers when deciding how best to manage risk in the future. There is a marked discrepancy between the risk perceived by young people with intellectual disabilities and that perceived by their carers/parents (Townsend, 2004). It is important to adopt an appropriate strategy to reduce risk for individuals in a way that does not restrict the individual’s autonomy or access to opportunities that are available to their peers. A large part of the process is to provide the relevant life skills training during the transition period.

The Need for College-based Transition Services:

One of the first quantitative studies to examine ‘college-based transition services’ was carried out by Dr. R. Schillaci, Dr. Caroline E. Parker, Ed. D, and a team of other researchers at the Education Development Center in Waltham, Massachusetts and published on December 1, 2020 by **SRI International**. This important study – entitled “Intellectual and Developmental

Disabilities: College-based Transition Services’ Impact on Self-determination for Youth with Intellectual Disabilities’—gave special acknowledgement to the benefits of college-based transition services in providing individuals with IDD with greater access to postsecondary and employment opportunities.

The intimate involvement of Laney College and Merritt College and their transition programs embraces this premise quantified in the Schillaci-Parker study. The authors of the study stated:

Most youth in transition services with labels of intellectual or developmental disability (IDD) have poorer employment outcomes than their peers with other or without disabilities. One alternative approach to address this challenge provides youth with IDD access to transition services in the context of a college or university campus. College-based transition services (CBTS) provide students with IDD during their final two to three years of secondary education access to college courses, internships, and employment.

Their findings showed, among other things, the “positive effect of college-based transition services on self-determination, and potentially on longer-term outcomes of employment and/or future college enrollment.”

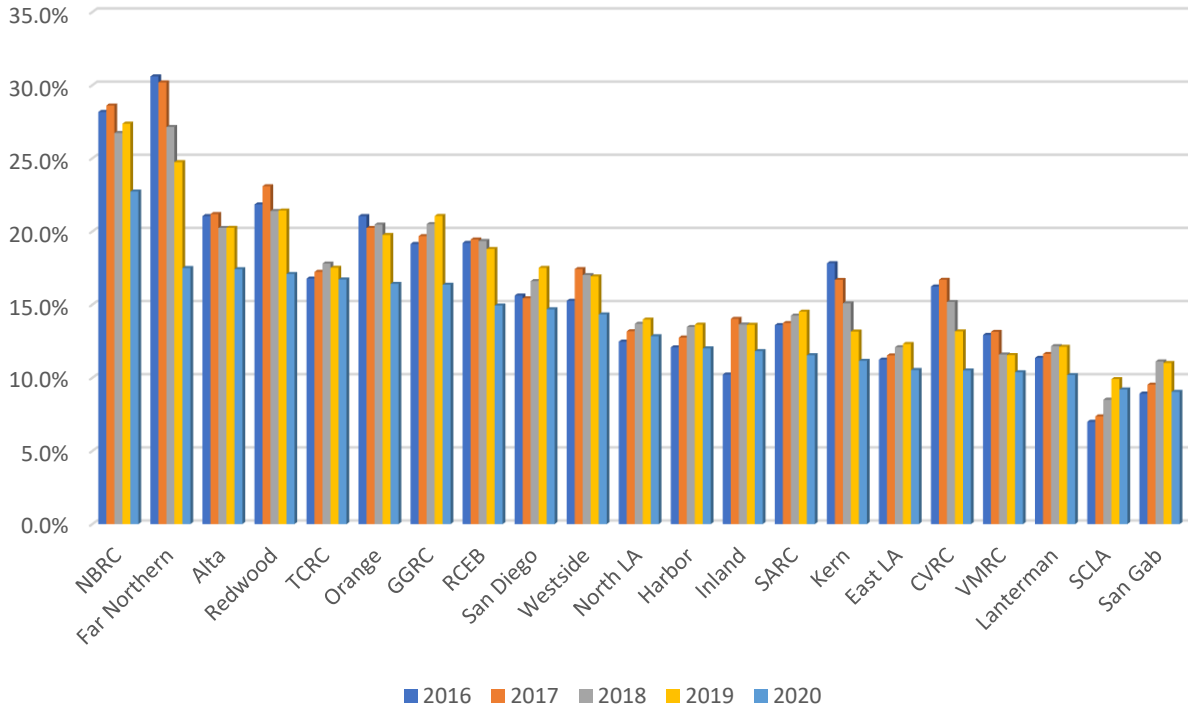
The college-based transition service component of the **Adult Transition Services Partnership Project** and the deep involvement of both Laney College and Merritt College are core elements of the National template that the Partnership will establish.

The Need for Employment Transition Services:

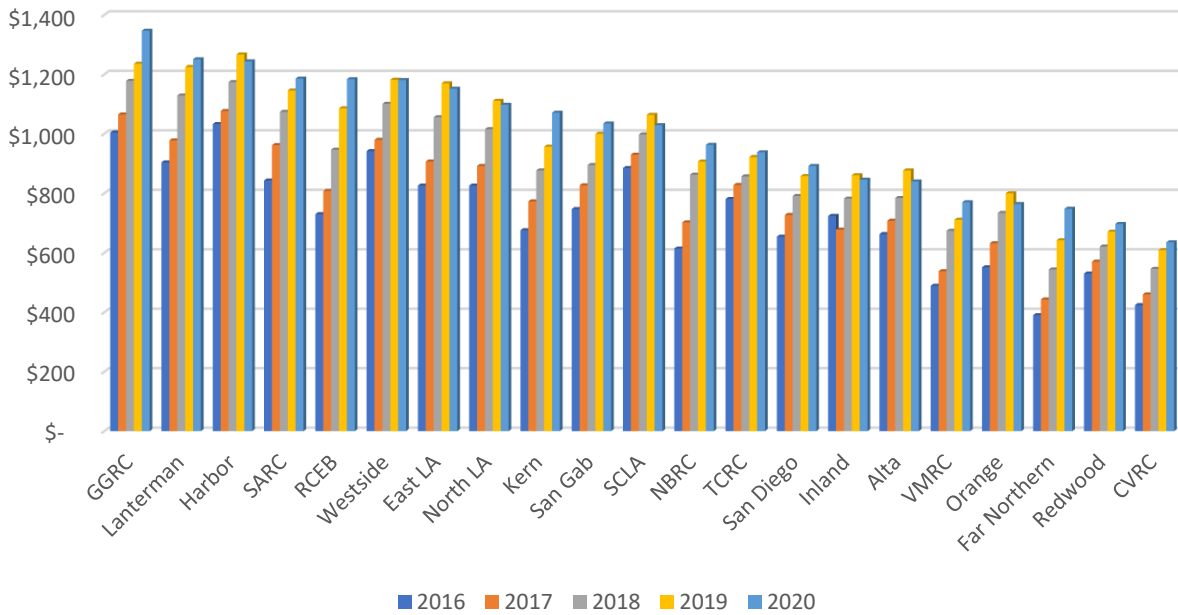
When people with disabilities are employed, they are more likely to be self-employed, employed in part-time positions, and working in the service industry than their non-disabled peers (United States Department of Labor, 2018). Furthermore, individuals with disabilities are less likely (34% vs 40%) to work in management positions than the non-disabled (United States Department of Labor, 2018). These dismal employment statistics are reflected in the fact that people with disabilities are much more likely to live in poverty, with ~25% of the disabled population living on <\$15,000/year (United States Department of Labor, 2018).

State employment data through calendar year 2020, provided by the **Regional Center of the East Bay** reinforces these concerns about unemployment among individuals with intellectual and developmental disabilities:

% of Working Age who are working



Average Monthly Wages



% of
Working
Adults

Trends				
2016	2017	2018	2019	2020

All RC's	15.9%	16.5%	16.2%	16.1%	13.5%
	2016	2017	2018	2019	2020
NBRC	28.2%	28.6%	26.7%	27.4%	22.7%
Far Northern	30.6%	30.2%	27.1%	24.7%	17.5%
Alta	21.1%	21.2%	20.2%	20.3%	17.4%
Redwood	21.9%	23.1%	21.4%	21.4%	17.1%
TCRC	16.8%	17.2%	17.8%	17.5%	16.7%
Orange	21.1%	20.2%	20.5%	19.8%	16.4%
GGRC	19.2%	19.7%	20.5%	21.1%	16.4%
RCEB	19.2%	19.5%	19.4%	18.8%	14.9%
San Diego	15.6%	15.4%	16.6%	17.5%	14.7%
Westside	15.3%	17.4%	17.0%	16.9%	14.3%
North LA	12.5%	13.2%	13.7%	14.0%	12.8%
Harbor	12.1%	12.8%	13.5%	13.6%	12.0%
Inland	10.2%	14.0%	13.6%	13.6%	11.8%
SARC	13.6%	13.7%	14.3%	14.5%	11.5%
Kern	17.8%	16.7%	15.1%	13.2%	11.2%
East LA	11.2%	11.5%	12.1%	12.3%	10.5%
CVRC	16.2%	16.7%	15.2%	13.2%	10.5%
VMRC	12.9%	13.1%	11.6%	11.6%	10.4%
Lanterman	11.4%	11.6%	12.2%	12.1%	10.2%
SCLA	7.0%	7.4%	8.5%	9.9%	9.2%
San Gab	8.9%	9.5%	11.1%	11.0%	9.0%
Maximum	30.6%	30.2%	27.1%	27.4%	22.7%
Minimum	7.0%	7.4%	8.5%	9.9%	9.0%

Avg.
Earnings/Month

Wages				
2016	2017	2018	2019	2020

All RC's	\$ 694	\$ 753	\$ 860	\$ 945	\$ 966
	2016	2017	2018	2019	2020
GGRC	\$ 1,005	\$ 1,065	\$ 1,178	\$ 1,236	\$ 1,347
Lanterman	\$ 904	\$ 978	\$ 1,129	\$ 1,225	\$ 1,251
Harbor	\$ 1,033	\$ 1,077	\$ 1,174	\$ 1,267	\$ 1,244
SARC	\$ 843	\$ 962	\$ 1,074	\$ 1,146	\$ 1,186
RCEB	\$ 730	\$ 808	\$ 947	\$ 1,086	\$ 1,184
Westside	\$ 942	\$ 980	\$ 1,101	\$ 1,182	\$ 1,181
East LA	\$ 826	\$ 907	\$ 1,056	\$ 1,170	\$ 1,152
North LA	\$ 826	\$ 892	\$ 1,016	\$ 1,111	\$ 1,098
Kern	\$ 676	\$ 773	\$ 877	\$ 957	\$ 1,071
San Gab	\$ 747	\$ 827	\$ 895	\$ 1,000	\$ 1,035
SCLA	\$ 885	\$ 930	\$ 998	\$ 1,064	\$ 1,029
NBRC	\$ 614	\$ 702	\$ 863	\$ 907	\$ 963
TCRC	\$ 781	\$ 828	\$ 857	\$ 922	\$ 938
San Diego	\$ 654	\$ 727	\$ 791	\$ 858	\$ 892
Inland	\$ 724	\$ 678	\$ 782	\$ 861	\$ 846
Alta	\$ 663	\$ 708	\$ 784	\$ 877	\$ 840
VMRC	\$ 489	\$ 538	\$ 674	\$ 711	\$ 770

Orange	\$ 551	\$ 632	\$ 734	\$ 800	\$ 764
Far Northern	\$ 390	\$ 443	\$ 544	\$ 642	\$ 748
Redwood	\$ 530	\$ 570	\$ 621	\$ 671	\$ 697
CVRC	\$ 424	\$ 460	\$ 546	\$ 609	\$ 635
Maximum	\$ 1,033	\$ 1,077	\$ 1,178	\$ 1,267	\$ 1,347
Minimum	\$ 390	\$ 443	\$ 544	\$ 609	\$ 635

A study published in 2019 by the Institute for Community Inclusion (UCEDD) at the University of Massachusetts Boston (“*State Data: The National Report on Employment Services and Outcomes Through 2017*”) highlights the alarming data on employment among those with disabilities, with special emphasis on individuals with intellectual and developmental disabilities, as follows:

For people with intellectual and developmental disabilities (IDD), the disparity in employment participation widens further. Data from the National Core Indicators project suggest that in 2016–2017, only 20% of working-age adults supported by state IDD agencies were employed in a paid job in the community, and only 15% worked in individual competitive integrated jobs (National Core Indicators, 2018).

A survey of 190 U.S. community rehabilitation providers reported that only 17.5% of 33,874 adults with IDD served in FY2014–2015 worked for pay in individual jobs with either time-limited or ongoing supports (Domin & Butterworth, 2016). Those who are employed typically work limited hours with low wages (National Core Indicators, 2017). At the same time, participation in facility-based and non-work services has grown, suggesting that employment services remain an add-on rather than a systemic change (Winsor et al., 2019; Nord et al., 2016; Mank, 2003; Domin & Butterworth, 2012).

An important chart from the State of California clearly shows employment levels of the general population compared to those with *any* disability and those with Intellectual and Developmental Disabilities:

Table 1: Table of California Employment Rates, General Population vs. People with Any Disability vs. People with Developmental Disabilities.

Year	General Population ¹	People with Any Disability ¹	People with Developmental Disabilities ²
2008	77.3%	37.2%	13.4%
2009	74.3%	34.2%	13.4%
2010	72.1%	32.3%	13.1%
2011	72.2%	31.9%	13.0%
2012	73.1%	32.2%	12.4%
2013	73.8%	32.8%	12.5%
2014	74.7%	33.5%	13.1%
2015	75.7%	33.9%	13.6%
2016	76.5%	35.0%	14.2%

[The data is from the 2008-2016 Disability Status Report, California, by Cornell University, based on analysis of the US Census Bureau’s, American Community Survey (ACS), pages 32 for 2008, 31 for 2009-2016. The data reflects non-institutionalized working-age people (21-64) with/without disabilities working in California. The data on People with Developmental Disabilities is from the Employment Development Department of California.]

The 2013 “National Snapshot of Adults with Intellectual Disabilities in the Labor Force” was commissioned by Special Olympics, again, conducted by the Center for Social Development and Education at the University of Massachusetts Boston and administered by Gallup, were as follows:

One of the most dramatic findings of this snapshot is that less than one out of every two working age adults with ID is in the labor force (i.e., currently employed or searching for work).

- Only 44% of adults with ID aged 21-64 are in the labor force.
- This is compared to 83% of working-age adults without disabilities who are in the labor force.

The unemployment rate for adults with ID is more than twice as high as those without disabilities.

- 21% of working age adults with ID are unemployed.
- This is compared to less than 8% of adults without disabilities who are unemployed.

A substantial proportion of adults with ID have never been in the workforce.

- 28% of working age adults with ID have never held a job.

Only 34% of adults with ID aged 21-64 are employed, and an approximately equal number work in a sheltered setting as a competitive setting (where most people do not have disabilities).

Regardless of the setting in which they work, almost all adults with ID are underemployed (are not full time and earn less than the minimum wage).

Despite the fact that most adults with ID are underemployed, many experience job stability.

- 62% of adults with ID employed in a competitive setting have been at their current job for 3 years or more.
- 81% of adults with ID employed in a sheltered setting have been at their current job for 3 years or more.

There is precedent for the Administration for Community Living to fund a PNS project focused on enhancing transition services for individuals with intellectual and development disabilities. Like **our Adult Transitions Services Partnership Project**, among other things, one ACL project was focused on support for “a national transition system change project whose purpose is to identify, develop and promote policies and practices to improve transition, post-secondary and competitive employment outcomes for individuals with intellectual and developmental disabilities”.

However, the **Adult Transition Services Partnership Project** for which we are seeking funding under the PNS program features a new and collaborative approach, weaving together a major public-school system, two public community colleges, and a community service provider that has been providing comprehensive direct housing, daytime and related services for individuals with IDD for more than fifty years. Specifically, this project will be a transformational collaboration between (1) Laney College and Merritt College—two California state institutions of higher education; (2) a community non-profit service provider for individuals with IDD (Clausen House); and (3) one of the largest public-school districts (the Oakland Unified School District) in the most populous State in the United States. At the same time, our Project greatly expands beyond “hard skills” required for initial employment as targeted by individuals with IDD employment projects. The Project expands community reach through the collaboration with a community-based organization, while also placing emphasis on “soft” skills employers clamor for and essential life skills needed by individuals with IDD for community living.

The Need for a More Integrated, Holistic Transition Services Model

The **Adult Transition Services Partnership Project** will be focused not only on the transition of individuals with IDD from youth to young adulthood, but on assisting parents, caregivers and employers to prepare for this critically important transition glidepath to autonomy and independence.

Perhaps the need for integrated, holistic transition services is best characterized by Dr. A.A. Trainor and his colleagues in an article entitled “Social Capital during the Postsecondary

Transition for Young Adults with High Incidence Disabilities”. This article, published in *Prevention Researcher* in 2013, embraces the premise that social capital, relationships beyond high school and networks among people in the greater community into which IDD individuals will be transitioning is crucial. Trainor states ‘social capital is particularly valuable for youth with disabilities because it has the potential to create access to other forms of capital as they face challenges specific to disability and interact in the adult worlds of employment, postsecondary education and community.’ The research team goes on to say that ‘social capital, in particular, is a source for generating both additional cultural capital and networks that are essential to community engagement.’”

Finally, Trainor concludes: “Despite improvements over time, our secondary analysis of the NLTS2 (National Longitudinal Transition Study Part 2) data continues to demonstrate that successful transitions to employment, post secondary education and engagement in community elude some youth with high incidence disabilities and, because this population comprises *over half* of all youth who receive special education services, addressing their transition needs *comprehensively* is important.”

This is the anchor of what Clausen House and its partners intend to achieve with this Project.

As stated by the authors of the United Kingdom study cited earlier, our Project is laser-focused on the need for ‘seamless transition services’ for individuals with IDD and the need for a transition ‘plan’ that is comprehensive, coordinated with an emphasis on ‘choice’ for those individuals.

In addition to the well-established transitions services for employment and postsecondary education, there is a fundamental need to provide ‘life skills’ transition services to individuals with IDD. While bolstering the seamless transition into employment and/or college, a unique focus will be placed on the basic life skills (coping with challenges, living in diverse environments, avoiding dangerous situations, coping with change, basic financial knowledge, among others) and “soft skills” (communication, team work, working in unclear situations, diversity appreciation abilities, respect for others, among others) that are essential for individuals with IDD regardless of their chosen pathway. Life skills for the vast majority of individuals with IDD are often ignored or short changed, especially for those who do not opt for additional education.

This need for life skills and “soft” skills is intensified by the fact for a majority of individuals with IDD there will be a period of time after graduation where they will be seeking day services, the support of a community service provider like Clausen House, or volunteer work to enhance their near-term ability to obtain a job or otherwise adjust to the less structured world they face after high school.

A life and soft skills transition service program will further add to the **Adult Transition Services Partnership Project’s** stature as a Project of National Significance.

III: ADULT TRANSITION SERVICES PROGRAM PARTNERSHIP: A UNIQUE TEAM TO FORGE A NATIONAL MODEL FOR INDIVIDUALS WITH IDD TRANSITION SERVICES

Individuals with intellectual and developmental disabilities face unique and stark challenges as they move through their more structured years in high school into adulthood and the post-high school life choices they will have to make. There is a dramatic paucity of fully integrated services and public information in Oakland and nationwide that can assist and guide these remarkable individuals and their families after high school graduation by helping them to identify which strategies they want to pursue in their new journey as adults.

Clausen House and its educational partners address this failure first with a model for how to integrate community organizations, government offices and educational institutions, and thereby provide a constant feedback loop of information, practice, and adjustment. This feedback loop provides all partners with the ability to more coherently and fully work with people with IDD and to constantly improve needed services. The integration also provides a wider and deeper network for individuals with IDD and their families. Information and services will reach a larger audience, provide more sophisticated programs, and allow for shared innovation, adjustments, information, and transparency.

This innovative integration model addresses many of the unique challenges facing the critical transition period for individuals with IDD: the lack of integration of those providing traditional transition services. Filling this ‘gap’ in a holistic approach to preparing individuals with IDD for their post-high school entry into young adulthood will be a linchpin of the **Adult Transition Services Partnership Project**.

The specific mechanism to assure the success of this integration model will be the **Transition Services Integration Team**. Each partner will have a member on the team, as well as a representative from the Regional Center of the East Bay. The team will design a master plan, set timelines, propose changes and innovations, facilitate cooperation, and assess shifting standards, best practices and proposed innovations to address these changes. It will coordinate activities and provide materials for the Database/Dashboard described below.

The second innovative approach to dramatically improving transition services is the development of a Database/Dashboard that provides essential information and connections to the providers, educators, and the community-at-large. As noted in the need for integration, the fragmented nature of current transition services makes it difficult for organizations, individuals, and families and caretakers to access needed information, services, and possibilities, especially as they relate to employment. The Dashboard is critical to correcting this fragmentation, providing a comprehensible, easily accessible source of information to all parties, including employers. It also enables various parties to update the information in a coherent fashion, especially as new demands on transition services arise or new innovations emerge. It provides transparency and becomes a valuable tool for integration and for the community as a whole.

The Database/Dashboard will be developed and overseen by the Transition Services Integration Team and will focus on employment first and then on skills needed for successful employment

and the life skills essential for community living. Employers will be involved in its design and essential to its function. Its mechanics are well detailed in the Clausen House portion in the section, Partner Roles and Responsibilities. (pg. 15) It will serve as a much need innovation for not only Oakland for but cities nationwide, making it a true Project of Nation Significance.

The transition services initiative proposed for Congressionally-targeted spending in the House of Representatives and U.S. Senate would bring a new partnership together to strengthen and enhance the 'bridge' between the last two years of high school 'transition' service currently being provided to students with IDD under State law and the Individuals with Disability Education Act (IDEA)--- a Federal statute that requires schools to provide the support students with IDD need to complete high school and pursue postsecondary education and work. The transition service guidance that Clausen House provides as a leading community-based organization and the individuals with IDD transition services that are provided by the OUSD and two major community colleges with existing transition programs will form a unique transition services coalition that will help individuals with IDD who select college or other pathways into adulthood. This four-partner team of coordinated transition service experts and providers will afford a complete range of fully integrated steps to adulthood. It is designed to be easily replicated by other cities throughout the United States, thus serving as a Project of National Significance.

Specifically, the Clausen House **Adult Transition Services Partnership Program** will be established with an innovative in-service design and delivery system that does not currently exist in Alameda County. Simultaneously, Clausen House's focus is also consistent with the stellar work of the Young Adult Program, Career Transition Services Program at the Oakland Unified School District, and the transition and accessibility disabilities programs incorporated into the service offerings at Merritt College and Laney College in Oakland.

The integration will address the more fragmented system that currently exists and will expand the meaning of and the definition of transition services. Clausen House firmly believes that the funding being sought will forge a seamless link between the transition services being provided within OUSD high schools through Clausen House, and into the California community college network, led by these two important colleges that are part of the Peralta Community College District.

The program will be sustained after this initial Congressionally-targeted investment by (1) other funding available through Regional Centers that are under contract with the State Department of Developmental Services (DDS); (2) private pay for services; (3) the California State Department of Rehabilitation; and (4) State funding to schools and community colleges for such services. Foundation grants and Federal grant funding will be sought as needed. Eventually other schools and community colleges will be approached to join the program. The coalition also intends to pursue competitive Federal grant funding through the Department of Health and Human Services and other appropriate Federal agencies.

Partner Profiles for the Adult Transition Services Partnership Project.

Clausen House

Clausen House has a very diverse staff and clientele that serves all stakeholders. It is especially proud of its reach into the communities of color, serving the needs of generally ignored communities. Its staff reflect that same diversity, creating a vibrant culture representing the richness of the region it serves.

Clausen House was founded in 1967 and is the longest serving multi-programmatic organization for adults with intellectual and developmental disabilities and those with dual diagnosis in Alameda County, California. Clausen House established a proven service delivery model that reflects the organization's core competency: providing services that focus on all aspects of adult living including strengthening individual choice, valuing, expanding and deepening clients' talents and skills, and fostering and supporting client independence.

Clausen House provides services to more than 200 individuals through eight integrated programs/services that enable each individual to achieve his or her highest level of independence and capability. Clausen House is the only provider with the organizational capacity to offer eight separate programs to clients with IDD in Alameda County. The overarching mission of Clausen House is to create opportunities for individuals with IDD to gain competency, identify and realize their goals and aspirations, develop relationships and join the community with increasing command over their own lives.

Clausen House is one of the few non-profits in the United States that can provide this kind of critically important and coordinated transition service leadership. Transition services assist and enable individuals with IDD to learn about, explore, and implement the best possible options for them as individuals, including but not limited to training, life skills, college options, day programs, gainful employment, and services currently provided by the Regional Centers in the State of California and comparable Centers throughout the nation. Clausen House places emphasis on both the hard and soft skills necessary for not only for employment but for living in our complicated world as full contributing citizenry.

Specifically, Clausen House, being recognized as a best practices community-based organization, will anchor a partnership with the Oakland Unified School District (OUSD), and Laney and Merritt Colleges in Oakland — four vital influencers in the life of people with intellectual and developmental disabilities. These partners, often independent agents, will play integrated roles enabling those individuals to move smoothly in a seamless continuum from high school special education programming to the uncertain, unstructured world that these individuals and their families face upon graduation from high school.

Alameda County holds a large percentage of Clausen House’s constituents who live within the official definition of ‘deep poverty’. Compared to other large counties such as San Francisco, Los Angeles and Central Valley, Alameda County has many adults with intellectual disabilities living in deep poverty. In 2014 Alameda County’s poverty rate was 18.4% with deep poverty at 11%. Alameda County’s populations that live at the federal poverty level require an additional 10% in addition to their incomes just to ensure their survival. Unfortunately, this is a sobering reality for the clients of Clausen House, and it has long been recognized as a factor that is inextricably connected to Clausen House clients’ quality of life and their ability to successfully access a greater degree of services needed.

In addition to being the fastest growing county in California, as well as the most diverse, Alameda County has a population of over 1.6 million residents and includes the City of Oakland—a city with one of the highest concentrations of non-white citizens (72.7%) in California. According to the US Census Bureau 2010-2019 estimates, Alameda County's population is 49.7% White, 11.2% Black or African American (with a population of 24% in Oakland), 31.8% Asian and 22.4% Hispanic.

Most of Clausen House clients receive services funded by the State of California in accordance with provisions of the Lanterman Developmental Disabilities Services Act of 1969. However, as with many state entitlement services, statutory and regulatory changes and reduced funding have resulted in an increased level of service segregation and gaps in service delivery. This detrimental diminution of resources and services to the community of individuals with IDD, which Clausen House serves, requires that Clausen House’s unique and innovative service delivery model and vision now be fully implemented to provide the best comprehensive, integrated service offerings to individuals with intellectual and developmental disabilities.

Most importantly, Clausen House is the only provider in Alameda County with a program service structure that is comprehensive and integrated, providing a continuum of services to clients and families. This continuum of services covers each of the eight core program entry points targeted by the County for adults with intellectual and developmental disabilities: three innovative Residential Services programs; Day Treatment/Activity Programs, Supported Employment, Affordable Housing Program; Independent Living Services, and Supported Living Services. Clausen House’s current and proposed service design structure is unique compared to other adult service providers for clients with IDD, and facilitates residential and community-based services simultaneously.

Finally, and perhaps most importantly, Clausen House has lived through the worst of the COVID pandemic and learned to adapt its program offerings to the individuals with IDD it serves, through the use of technology and innovations developed by its core professional staff. In that crisis scenario, Clausen House developed a program model that is ‘portable’ and can be readily adaptable to any set of emergencies that may face service providers in the State of California and nationwide.

Furthermore, faced with State and national shut downs of virtually all in-person services to individuals with IDD, Clausen House was able to develop a model that would ensure

uninterrupted services to its clients and a National ‘manual’ for how a team approach as envisioned in this Project, can help ensure uninterrupted service offerings in the face of these national emergencies.

With this experience and expertise in hand, Clausen House will serve as the linchpin of incorporating the Laney College, Merritt College and Oakland Unified School District enhanced transition plans into a state-wide and National template that will best serve the needs of individuals with IDD and their families.

The ‘portability’ of the Clausen House model and the ability of the Clausen House team to ensure ‘uninterrupted’ service to individuals with IDD--even in the midst of a national crisis--can be and will be cornerstones of plans developed by the Project team of Clausen House; OUSD; Laney College and Merritt College. These key elements of the **Adult Transition Services Partnership Project** further reinforce the proposed project as one of National significance and priority.

Oakland Unified School District

In the Oakland Unified School District, the Special Education Department is charged with educating students who have learning disabilities or exceptional cognitive or physical needs and who are made eligible for services through an Individual Education Program (IEP). Special Education provides services and support in district, alternative and select charter schools to all identified students from infancy through age 22. Services include Specialized Academic Instruction, Speech-Language Therapy, Occupational and Physical Therapy, Assistive Technology, Adaptive Physical Education, mental health services, behavior intervention and assessment, career-transition services, and low incidence services for students with visual, hearing and orthopedic impairments.

Oakland Unified School District has about 6,500 identified Special Education students, and the Special Education Office conducts over 8000 Individual Education Program (IEP) meetings each year. OUSD operates a full continuum of programs to meet the needs of its amazing, diverse students--from inclusion to specialized, self-contained settings--with at least one Special Education professional in every OUSD public school. In addition to its school-based programs, Special Education operates a preschool center, a diagnostic assessment center, home and hospital instruction, and a Young Adult Program that provides community-based instruction for eligible students aged 18-22.

Oakland Unified School District's Young Adult Program (YAP) supports its young adult learners (18-22 years old) with moderate to severe disabilities as they become responsibly independent adults that have meaningful connections, routines, and participation in their community. OUSD believes that its students deserve access to and participation in their community and, as a Transition Program, its aim is to prepare students for the transition to adult living that they are enjoying now and will continue to enjoy after they turn 22 years old.

As a community-based program, OUSD focuses on functional academics or life skills while teaching in a variety of community settings. Some of the transition services that the district offers

include job or vocational training, post-secondary training, mobility or travel training, and independent living skills instruction.

OUSD features two kinds of Young Adult Programs. The Community Immersion Program (CIP) is a full community inclusion program where students are in the community 90% - 100% of the time. The community serves as the “big classroom” where instruction takes place for students to acquire, maintain and generalize life skills. The OUSD Community Mainstream Program (CMP) is a part-time community inclusion program where students are taught life skills in the community in less than 80% of the time due to medical, behavioral, or other challenges. Both programs are based on **students’ transition goals** and the students’ dreams for their future as adults.

There is an ongoing crisis in our preparation and support of employment and continuing education opportunities for students with disabilities. This crisis crosses racial, educational, economic, and regional lines to decrease these students’ access to vocational experiences that provide a living wage, meaningful engagement in the community, and support independent living activities (United States Department of Labor, 2018).

The proposed collaboration between the Oakland Unified School District, Merritt and Laney Colleges, and Clausen House, will develop ways to bridge these gaps for members of the community with Intellectual and/or Developmental Disabilities by creating pathways from the local District, to the Community Colleges, and through Adult Service Providers. OUSD is looking to craft programming that is directly linked to local certificates, robust educational opportunities, and appropriate assessments in an effort to engage and connect our young people with disabilities to on-going, and meaningful, employment and continuing education opportunities.

This project is working to directly address this crisis of preparation, access, and inclusion for young people with intellectual and developmental disabilities. It is OUSD’s strongly held belief that through meaningful, appropriate, and supported access to instruction with non-disabled peers, OUSD students with IDD, will thrive and grow their skills to be the included and active members of their community that we know they can and that the District wants them to be. Specifically, the work funded by this project will help prepare OUSD students for a lifetime of learning and access to meaningful work experiences. It is vital that these young learners see that the work they are doing is not only meaningful and important, but also aligned with what is being provided to their non-disabled peers. It is in that way, that the educational opportunities provided will push greater access to instruction leading to employment and meaningful participation that helps shine a light on their skills, dreams, and goals.

By providing funding for greater staff creative and novel development, team members in the Oakland Unified School District will be in a better position to meet the needs of transition-aged youth with disabilities. It is vital that their staff be provided the opportunity to grow their skills through high-quality Professional Development, access to on-going coaching, and supporting connections between the various agencies, service providers, and requirements to ensure that they are providing the highest quality instruction and support to OUSD students. This support and staff development will help ensure that OUSD team members, across the spectrum of

support providers- from Educational Specialists, Paraeducators, Instructional Support Providers, to Speech and Language Therapists and beyond- are prepared to meet the demands of growing the skills of students to access employment and continuing education.

This project will also help address years of underfunding from Federal and State mandates for the provision of services to transition-aged youth with disabilities. This project will ensure that OUSD has the supplies, materials, and technology needed to push access and participation for and by its students. All of the programs OUSD is working on developing require on-going materials, transportation support, and technology that is currently under or unfunded at the Federal and State level. If funded, OUSD will be able to make sure that its transportation needs are fully addressed, that it has access to on-going learning/ curriculum (online Transition skills curriculum, Food Safe Certification, etc.), and the resources needed for students with IDD to participate in the Certificate-based coursework being proposed by Merritt and Laney Colleges.

This funding will be a game changer in how students with IDD access and participate in a well-rounded and inclusive program at the college level, especially with its emphasis on integration with Clausen House and therefore more fully with the larger community it serves. It is important that students with IDD be able to see how the work they are participating in can lead to future life and employment opportunities. Both Laney and Merritt have discussed the opportunity for students to participate in aligned work experiences on campus. These experiences must provide a training wage to help OUSD students with IDD truly experience the benefits of a work experience. In conjunction with Clausen House and drawing upon its 54 years of experience, the project integrates this function more fully into the Alameda community. This project will help us meet those financial requirements as we work to ensure that all of OUSD students have access to this opportunity.

This funding will also help OUSD to continue to grow the impact of its Transition Programs within the Oakland Unified School District by pushing the college connection for students with IDD still in the high school setting. Both colleges are committed to providing Dual Enrollment courses to students in Special Education programming in High Schools across the city. However, the current model does not provide the small class sizes that many of OUSD students require to appropriately experience benefit from the educational experience. By making college a reality earlier and earlier, the young people of Oakland with learning differences will be given the opportunity to see that continuing education is for them. It is vital that OUSD students with IDD be given the experience of success, and connection to, college and continuing education so that they can begin to view themselves as lifelong learners with a purpose that leads to meaningful participation in their communities.

Finally, this funding will help OUSD continue the work of education and support provided to their **parents, families, and support networks**. Transition instruction is not just for students with IDD, but it is a time of learning for all members of the educational team. By supporting OUSD support networks, the District will be able to make sure that all of their students with IDD have the information needed to make strong connection and participate in adult services that are appropriate and help them continue to grow their skills and meaningful access to their communities.

Laney College and Merritt College

The direct benefit of the infusion of Congressional dollars would go into the designing and implantation of certificates that lead towards more education or career development.

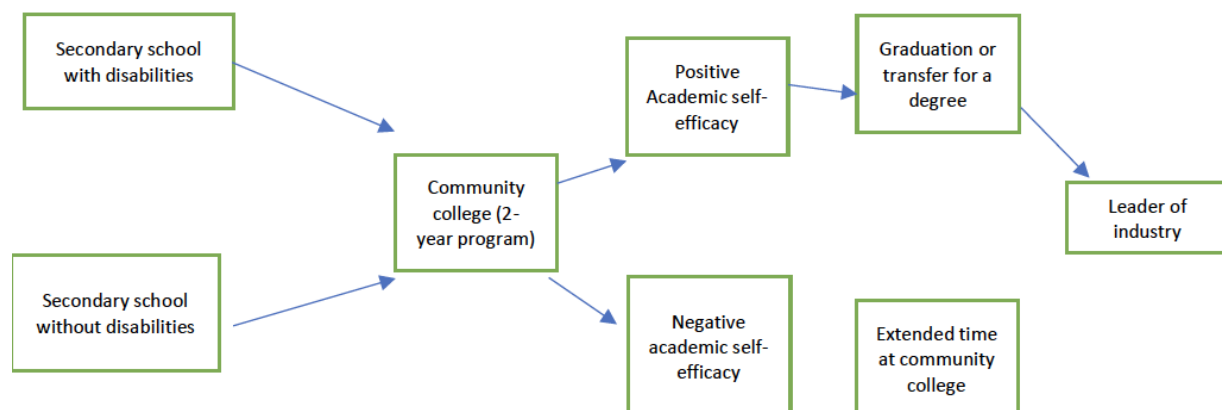
The funding of these transition services would also allow for a more robust curriculum, including guest speakers, job training, parent/student education workshops, community outreach, and campus involvement/inclusion activities for all. While the overall direct cost of each may vary, the Congressional dollars would allow for the stakeholders to be involved and grow a sustainable program. Stakeholder integration is an essential part of this project and Clausen House will be the vital line to the community-based organizations.

Laney College serves approximately 13,000 students, Merritt College serves 11,500, and the Student Accessibility Services serve approximately 6% of the overall population of students.

Currently, Merritt College has certificates that lead into the Art industry, Landscape industry, and Career Development. Congressional dollars would help the promotion of these certificates to the local district, the community at large, and the community college as a whole.

The synergy between the Oakland Unified School District, Clausen House, and two prominent community colleges is what makes the **Adult Transition Services Partnership Project** initiative unique and worthy of the designation as a Project of National Significance. To this end, it is important to consider the Roles and Responsibilities of the two partner institutions of higher education, not only individually, but in tandem, in that their missions on behalf of individuals with IDD are on similar tracks to achieve success for these students.

Transition from Secondary School to Community College



Partner Roles and Responsibilities

CLAUSEN HOUSE

(1) Administer Adult Transition Services Partnership Project

Clausen House will serve as a transition services “manager” for this impressive coalition by providing a completely intertwined model focused on all aspects of transition. Clausen House will also guide the consortia of OUSD, Laney College, and Merritt College in establishing a national template for dramatically enhancing, expanding, and integrating the options for individuals with IDD as they exit high school and enter adulthood. Clausen House and its partners will provide a practical model encouraging employers to identify specific, gainful employment opportunities for individuals with IDD and for identifying shifting skills at all levels applicable for college courses. Clausen House will lead in identifying both the hard and soft skills necessary for not only successful employment but for an overall successful life.

(2) Oversee Establishment and Administration of *National Data Base/Dashboard for Individuals with IDD Employment*

Starting in Alameda County, the Partnership will collaborate on the development of a comprehensive, sustainable data base of employers (both private and public sectors) who have identified specific full- and part-time jobs for individuals with intellectual and developmental disability. The data base will include constantly updated assessments of the shifting skills required for success in these jobs. It will also include suggestions on additional key needs, such as social, living, and coping skills. This matrix will be developed by the Partnership with the goal of working with the Administration for Community Living to create a ‘national’ ***Database/Dashboard for Individuals with IDD Employment*** and the identification of gainful employment opportunities for individuals with IDD, among both private and public employers nationwide.

The Database/Dashboard to be established and administered by Clausen House is consistent with the Employment First Policy established by Governor Jerry Brown.

However, even though California maintains an information site about various processes and procedures relevant to people with IDD, it does not provide people with employer lists, specific employment opportunities and openings, current and emerging job skills, life skills, specific training and education opportunities, and is not interactive for all stakeholders, including community-based organizations, high schools, higher education institutions, and people with IDD and their families. This Clausen House partnership project provides a vastly needed, more sophisticated, user friendly, and more practical experience for IDD individuals and their families.

This model Data Base/Dashboard will be managed by and housed at Clausen House with all four members of the Partnership contributing, updating, and having full involvement in the development of this critically important element of this Project of National Significance.

(3) Coordinate Effort by the Partnership Members to Establish Transition Advisers Network

The authors of the United Kingdom article cited earlier recommended, among other things, that to improve the transition from youth to young adulthood, a nationwide program to provide young adults with access to advice, guidance and support through a network of ‘personal advisers.

The **Adult Transition Services Partnership**, coordinated by Clausen House, would form a network of advisers to work within the OUSD and among the two community colleges to further assist individuals with IDD and their families with the complex transition processes.

In summary, this Project is consistent with Clausen House’s 54-year track record of providing powerful, integrated, comprehensive services to adult individuals with IDD and provides a significant, transformational program to bridge the major gap between services for adolescents and adults with intellectual and developmental disabilities. A major innovation of the program is to integrate disparate and incomplete services into a holistic and comprehensive system for the benefit of people with intellectual and developmental disabilities

OAKLAND UNIFIED SCHOOL DISTRICT

The Oakland Unified School District will carry out the following activities:

(1) Enhance Pre-College and Pre-Employment Programs at OUSD

This vital partner in the **Adult Transition Services Partnership Program** will serve as the primary catalyst for assisting in the transition of new young adults from high school into postsecondary education or High School graduation employment opportunities that they may choose to pursue—starting as early as the start of a student’s junior year and throughout the complex path from high school into opportunities to attend two-year or four-year institutions of higher education.

The funding provided through Clausen House for this component of the Project will be also be used to:

- (a) Increase training for teachers directly involved in the Young Adult Program including providing access to new curricula and best practices programs that otherwise would not be affordable for these professionals;
- (b) Fund workshops to bring experts from The Arc, the University of California Davis Mind Institute and other National experts to improve OUSD in-house transition tools for augmenting existing transition services programs in the employment and college-based programs;’
- (c) Provide equitable access to curriculum and materials to address long- standing shortfalls; and
- (d) Allow purchase of educational materials to address supply shortages that are systemic throughout the OUSD transition programs for individuals with IDD.

As part of this “employment transition services” initiative, OUSD will also participate with Clausen House in Establishment and Management of the Database/Dashboard for employers and the skills necessary for life and work.

(2) **Expand and Enhance Transition Program for Life Skills for Individuals with IDD**

As stated throughout this proposal there cannot be enough emphasis placed upon improving transition programs specifically focused on improving life skills readiness transition programs for individuals with IDD. State funding shortages have forced YAP and other special education professionals at OUSD to make tough choices and not provide the priority on life skills programming that the Congressionally-directed appropriations will allow. Specifically, OUSD, working with Clausen House and its best practices in community living for people with IDD, will bolster their life skills transition offerings to students with IDD throughout their junior and senior years in high school with an emphasis on, at least the following:

- how to make healthy choices as individuals with IDD enter adulthood;
- navigating the public transportation systems including providing additional resources for bus passes to allow students with IDD to participate in both education and employment opportunities; and;
- personal skills including handling finances, social interaction and self-care upon entry to young adulthood after high school and when attending college, if chosen.

This “life skills” component of the overall **Adult Transition Services Partnership Project** is essential to the successful panoply of transition services to be provided to individuals with IDD as they leave high school and enter young adulthood.

(3) **Establish Transition Program for Families of Students with IDD**

A common theme throughout this proposal is the importance of intimately engaging the **families and caregivers** of individuals with IDD throughout the transition process – both within at least the last two years of a student’s high school years and into the realm of post graduate life challenges that these individuals will face, whether they seek employment, go into daytime service offerings, or attend a two-year college. All of this deep interaction with and support for the families and caregivers for individuals with IDD must begin with the OUSD Young Adult Program and continue on through a post secondary school pathway that may be chosen by these individuals.

To these ends, a portion of the funding made available to OUSD through this Project will be utilized by the OUSD team in conjunction with Clausen House’s in-depth experience and analytical possibilities. to establish a transition program for the families/caregivers of students with IDD, under the leadership of the Young Adult Transition program auspices.

Overall, OUSD will also take a lead role in the development of *transition plans* for soon-to-be student High School graduates and their families. Their efforts will be closely coordinated with the two community colleges and Clausen House, in partnership with Clausen House’s real-world

experience and knowledge. This integration will strive to eliminate the fragmented model now in existence.

MERRITT COLLEGE

With the additional funding requested, Merritt College will be able to expand their ***Basic Employability Preparation Certificate of Accomplishment*** program offerings to individuals with IDD and increase the number awarded.

The Basic Employability Preparation Certificate of Accomplishment program at Merritt College is designed to prepare students with basic English and Math skills and an awareness of the local employment market. Students will be ready to seek and obtain entry level positions that are consistent with their skills, interests and abilities or pursue further education in a specific career area.

Merritt College will also be able to expand its Program Learning Outcomes program with funds made available through this targeted Congressional appropriation in fiscal year 2023.

Upon successful completion of this important program, students will be able to (1) demonstrate the ability to read, write and speak accurately with peers and supervisors; (2) compute basic mathematical functions by hand and with a calculator; and (3) identify a career plan that matches with skills, interests, and abilities by using the internet and other resources to clarify options available.

LANEY COLLEGE-MERRITT COLLEGE COLLABORATIVE ROLES AND RESPONSIBILITIES

Both Laney and Merritt College will join forces with Clausen House to address at least the following as part of the **Adult Transition Services Partnership Project**:

(1) Curriculum Development- Both Academic and Life Skills

With funds made available, these two impressive two-year institutions of higher education will co-develop special English, Math, Career/employment skills, and transition life skills that will be specifically tailored to meet the challenges facing these remarkable students with IDD as they work their way through the rigors of higher education. Conflict resolution, financial management and basic personal skills that students who are not students with IDD may take for granted, will be a part of a coordinated “**Life Skills Diploma**” program that will be incorporated into the educational curricula at both Laney College and Merritt College, starting in fiscal year 2023. The College will integrate with Merritt College and Clausen House to draw up educational and real-life experiences (CH) for the design and implementation of this phase of the project.

(2) Establishment of Family Transition Program for families of students with IDD going through their two-year postsecondary education programs

As cited earlier, it is essential that transition services for *families* be specifically addressed and incorporated into the fabric of any transition services program for individuals with IDD. To these ends, both Laney College and Merritt College, in consultation with Clausen House, will establish collaborative Family Transition Services Programs on each campus and at Clausen House as a community service provider, incorporating best practices and policies for intimately engaging the families of individuals with IDD in all aspects of their tenure at these two-year colleges. This program would mirror and be closely coordinated with, the family transition services initiatives to be enhanced within the Oakland Unified School District and with Clausen House.

(3) Participate in establishment and management of Database/Dashboard with Clausen House and OUSD.

In keeping with the long-standing tradition of employment and career services at both Laney College and Merritt College, a portion of the funding made available through Clausen House for the **Adult Transition Services Partnership Project**, shall be used, in part, for full participation by both institutions in the **Database/Dashboard** that will be developed and managed by Clausen House.

(4) Identify experts in all aspects of IDD Transition Services Policy for individuals with IDD engaged regularly through virtual and in-person seminars and conferences to be held at the colleges.

To further enhance the skill sets of individuals with IDD, their families and the Laney and Merritt College faculty who educate them, Clausen House will coordinate efforts with Laney and Merritt College to host seminars and conferences, on campus and in the community. These important seminars and conferences will have a special emphasis on life skills and career opportunities. These meetings of experts will help to ensure that faculty continue to receive the best possible training, and that individuals with IDD and their families receive the absolute best advice and counsel on young adult transition practices and opportunities.

In scheduling and organizing these professional workshops and conferences, Clausen House, Laney College and Merritt College will reach out to other universities in the region, including but not limited to experts at the University of California- Davis Mind Institute, San Francisco State University; national organizations and agencies, including The Arc, the President's Committee for People with Intellectual Disabilities, and the Administration for Community Living; and State agencies directly responsible for improving the lives of individuals with intellectual and development disabilities.

SPECIAL OUSD-LANEY COLLEGE-MERRITT COLLEGE COLLABORATIONS

Laney College, Merritt College and OUSD will conduct workshops for middle school, high school, and post High School students and their parents to educate the families on the different resources that will be available at each level of education. The resources may range from accommodations, to certificates at the colleges, to community resources that may benefit either

the student or the parent—or both. The resources will be introduced at each workshop based on the topic of the workshop to the age group of the students.

The resources and workshops will specialize in the overarching theme of “Transition” and will be eventually turned into a canvas ‘shell’ for learning. The learning ‘shell’ will be part of an adult education certificate that parents can participate in over time, to have access to the colleges that aid in the transition. This same learning ‘shell’ can be offered to those in the community already that are looking to get back into school and do not know how to, due to disabilities.

The need to transition these workshops into an online format as well, is to best support the equity of the community at large. Some students and parents cannot always attend the in-person component and that means that they would miss the necessary and wonderful information available. The evolution of the program will be to have the resources, the contacts, and information that can support the students in an online format in multiple languages, as well as in-person with people available to answer questions on the spot. Workshops will be held at multiple locations throughout the year to promote the equity of the community, so that everyone has a means to get to certain locations.

In summary, according to Failing (2021), by incorporating academic self-efficacy in the support of students transitioning from secondary to post-secondary, the programs may help develop leaders of the community. Between the collaboration of Oakland Unified School District, Merritt College, Laney College, Clausen House, and community stakeholders, transition services and certificates may help increase students with disabilities involvement in community activities and create a more inclusive environment for all—especially on campus.

These two important colleges will work on their respective campuses to forge a more inclusive, community-based environment for students with intellectual and developmental disabilities—and their families. The components of their joint Roles and Responsibilities described above will help to form this inclusive environment on campus and pave the way for a more positive transition for these remarkable students into young adulthood, with the tools that they will need to be successful and live more productive lives.

IV. CONCLUSION

In the August 4, 2016 *Report to the President of the United States*, the President’s Committee for People with Intellectual Disabilities, stated the underlying premise upon which this proposal was developed:

The creation, implementation, and enforcement of policies and practices that will shift the trajectory for people with intellectual disabilities toward opportunities for meaningful economic, social, educational and physical connections to their communities are not actions of charity but actions driven by a foundational belief that inclusion and control over one’s life are fundamental civil and human rights.

That same report devoted an entire section to the importance of services and policies to enhance the transition of individuals with IDD from children and youth to young adults. Our proposal is consistent with the goals set forth in this important Report to the President.

The Adult Transition Services Partnership Program proposed by Clausen House is in lock-step with the mission and vision of the ACL and most importantly, with the underlying goals and statutory objectives of the **Projects of National Significance** program, as authorized in the Developmental Disabilities Assistance and Bill of Rights of Act of 2000.

Perhaps the ACL website says it best when it stated that the **Projects of National Significance** program “focus on the most pressing issues affecting people with developmental disabilities and their families. They also allow the Administration for Intellectual and Developmental Disabilities to help fill gaps identified by the community, as well as quickly address new issues with a national scope.”

The **Adult Transition Services Partnership Project** does both--- with an innovative model that, if applied nationwide, will provide all 50 states with a pathway toward helping individuals with intellectual and developmental disabilities to pursue meaningful life-changing options as they transition into adulthood.

APPENDIX A: BUDGET OF THE PARTNERSHIP

CLAUSEN HOUSE

Additional Professional Staff to Meet Project Objectives, CH Roles and Responsibilities:

3/4 time for Project Manager, Clausen House, to oversee project and interact with Laney College, Merritt College and OUSD:-----\$75,000

3 Job Coaches and data base staff to work with families and individuals with IDD Who will be seeking additional services emanating from the Partnership Project’s enhanced transition services forthcoming from Laney College, Merritt College, and OUSD: (\$22 per hr.) ----- \$150,000

Additional IT Resources required for Data Base/Dashboard:

20 laptop computers for client users ----- \$20,000

New Server Required for Data Base/Dashboard: ----- \$ 10,000

Consultants to establish structure of Data Base/Dashboard and training of Project partners on Data Base/Dashboard; client assessment development, and maintenance of technology for same: ----- \$100,000

Administrative Costs Directly attributable to new initiatives, roles and responsibilities for Clausen House in overseeing the Project with Administration for Community Living and other State and Federal agencies on the project: ----- \$ 45,000

TOTAL----- \$400,000

**

MERRITT COLLEGE

1. Curriculum Development for courses in the area of Learning resources, Horticulture and other Career Education courses for Adult Education classes: Credit and non-credit class curriculum.
\$100,000

2. Technical support of Canvas shells, support online and in person learning.
\$10,000
3. Technology Supplies and Software for Accommodations Information Management (AIM) and Kurzweil 3000 \$15,000
4. Transportation: AC Transit Monthly Bus Passes, Regional Transportation Connection Card Stickers, BART and Muni passes \$10,000
5. Counselors to develop job tips, virtual job shadow and other job placements \$10,000
6. Teacher Training: How to develop work experience, how to enroll/ support students in college classes, transition skills development. Training instructors to adapt to the style of learning. \$10,000
7. Support Network Workshops for families: conducting the workshops with development of materials and guides: How to support Young Adult family members, connections to other agencies (RCEB, Dept of Rehab, etc.,) \$14,000
8. Academic coaches/tutors/Instructional Assistants: point person for Learning Resources courses, point person for Landscape courses and point person for Employment Certificate courses \$30,000
9. Database: the overall project but is Peralta specific. Tracking data of students enrolling and "graduating" on. \$10,000
10. Administrative Costs: 15 hours a week above and beyond regular work hours \$40,000

TOTAL: -----\$249,000

OAKLAND UNIFIED SCHOOL DISTRICT

- Dual Enrollment Supplies- Supplies for students to access Dual and Concurrent enrollment courses leading to certificates at the Peralta Community Colleges
 - 15,000.00

Technology Supplies- Projectors for Programs and Wi-Fi Hotspots for community access and integration

- 15,000.00
- Programmatic Supplies- Items for student community and program access: neck wallets, folders/ binders, interview/ work clothes, non-slip shoes, classroom supplies
 - 15,000.00
- Transportation Costs- Local transportation passes: AC Transit, Regional Transportation Connection monthly stickers, BART and MUNI passes, and Paratransit tickets
 - 75,000.00
- Transition Curriculum- Virtual and in-person curriculum for Transition Skills development
 - 10,000.00
- Support Staff Training- Planning/ development of the training for support staff team members to build the skills needed to support students with the new Program being provided by this project
 - 5,000.00
- Teacher Training- Planning/ development of the training for Program teachers to build the skills needed to support students with the new Program being provided by this project
 - 15,000.00
- Support Network Workshops- Development of training opportunities for parents, families, guardians, and support networks to better support the transition from District to adult services
 - 5,000.00
- Lead Connector Stipends- Financial support for team members to step into leadership roles to support the on-going development of Program goals and connections with outside agencies and institutions
 - 15000.00
- Database- Development of a database that meets the needs of the Program to collect, collate, and identify trends in programmatic outcomes
 - 20,000.00
- Administrative Costs- 15 hours a week above and beyond regular work hours
 - 40,000.00
- District Indirect Cost of 4.22%
 - 9706.00

TOTAL: ----- \$239,706

LANEY COLLEGE

1. Curriculum Development for courses in the area of Learning resources, Horticulture and other Career Education courses for Adult Education classes: Credit and non-credit class curriculum. \$100,000
2. Technical support of Canvas shells, support online and in person learning. \$40,000

- 3. Technology Supplies and Software for Accommodations Information Management (AIM) and Kurzweil 3000 \$40,000
- 4. Transportation: AC Transit Monthly Bus Passes, Regional Transportation Connection Card Stickers, BART and Muni passes \$15,000
- 5. Counselors to develop job tips, virtual job shadow and other job placements \$5,000
- 6. Teacher Training: How to develop work experience, how to enroll/ support students in college classes, transition skills development. Training instructors to adapt to the style of learning. \$10,000
- 7. Support Network Workshops for families: conducting the workshops with development of materials and guides: How to support Young Adult family members, connections to other agencies (RCEB, Dept of Rehab, etc.,) \$14,000
- 8. Academic coaches/tutors/Instructional Assistants: point person for Learning Resources courses, point person for Landscape courses and point person for Employment Certificate courses \$20,000
- 9. Database: the overall project but is Peralta specific. Tracking data of students enrolling and "graduating" on. \$15,000
- 10. Administrative Costs: 15 hours a week above and beyond regular work hours \$40,000
- 11. There will be an indirect cost of 4.22%, equal to \$9,706, to the district for handling of the grant.

TOTAL:----- \$308,706

Total Budget Request:----- \$1,197,412

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Assemblymember.MBonta@assembly.ca.gov



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Honorable Alejandro "Alex" Padilla
U.S. Senate
SH-112 Hart Senate Office Building
Washington, DC 20510

Honorable Dianne Feinstein
U.S. Senate
SH-331 Hart Senate Office Building
Washington, DC 20510

Honorable Barbara Lee
U.S. House of Representatives
2470 Rayburn House Office Building
Washington, DC 20510

Dear Senator Padilla, Senator Feinstein, and Congresswoman Lee:

As Assemblymember representing the 18th District, I am pleased to have this opportunity to write and lend my full support to the efforts of Clausen House to obtain Congressionally-directed appropriations to carry out an Adult Transition Services Partnership Project to help individuals with intellectual and developmental disabilities (IDD).

It is my understanding that this outstanding non-profit community service provider in Oakland, is seeking an appropriation of \$1,200,000 within the Administration for Community Living, Projects of National Significance account in the fiscal year 2023 Labor-Health and Human Services, Education Appropriations bill.

This project would be developed and implemented in partnership with the Oakland Unified School District; Laney College; and Merritt College in Oakland, and would serve as a National model for innovative approaches to helping individuals with IDD to transition from high school into young adulthood.

I urge you to request this level of funding for this important project for Oakland; for our State; and for the Nation.

The Adult Transition Services Partnership team, led by Clausen House, will make an historic contribution to State and National efforts to improve the services available to people with IDD, as these remarkable individuals leave the relatively structured programming within public school systems and transition into a real world of challenges facing them and their families.

The funding sought will be used by Clausen House – a community service provider with 50 years of experience in providing services to Oakland/Alameda's richly diverse community of individuals with IDD-- in a unique partnership with two prominent State colleges; and one of the largest public-school systems in the State of California, to fully integrate their collective capabilities to improve the pathway into young adulthood for these important individuals, nationwide.

Specifically, the funding being sought from the Congress will allow this coalition of expert transition service providers to carry out new and expanded portfolios of programs to help ensure individuals with IDD, their families and caregivers, that they have access to early and sustained services and options for a successful life following the graduation of young adults with IDD from high school and into adulthood.

As a team leader, Clausen House will help coordinate efforts by OUSD, Laney College and Merritt College to develop a National model, with new integrated approaches to providing transition services to individuals with intellectual and developmental disabilities, and to meet a range of unfunded or underfunded mandates for transition services for young adults with IDD.

The State of California provides services to approximately 300,000 individuals with individuals with intellectual and developmental disabilities of whom 1,195 IDD residents are served by the Peralta Community College District colleges, including Laney College and Merritt College; and 24,000 by the Regional Center of the East Bay, which serves Oakland. All of these remarkable California individuals --and IDD citizens across the Nation-- will benefit from the Adult Transition Services Partnership Project—an initiative that truly will be a project of National significance.

For all of these reasons, I strongly urge you to give this initiative a high priority and assist this unique coalition of advocates for individuals with intellectual and developmental disabilities, to obtain important new tools with which to better handle their transition into adulthood. Thank you in advance for your support of this unique project of national significance.

Sincerely,

A handwritten signature in black ink that reads "Mia Bonta". The signature is written in a cursive, flowing style.

Assemblymember Mia Bonta
18th Assembly District

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SENATOR.SKINNER@SENATE.CA.GOV

California State Senate

SENATOR
NANCY SKINNER
NINTH SENATE DISTRICT



CHAIR
BUDGET & FISCAL REVIEW
JOINT LEGISLATIVE BUDGET

VICE CHAIR
CALIFORNIA LEGISLATIVE
WOMEN'S CAUCUS

COMMITTEES
ENVIRONMENTAL QUALITY
HOUSING
PUBLIC SAFETY
TRANSPORTATION

April 5, 2022

Honorable Barbara Lee
U.S. House of Representatives
2470 Rayburn House Office Building
Washington, DC 20515

Dear Congresswoman Lee:

As State Senator representing Senate District 09, I am pleased to have this opportunity to write and lend my full support to the efforts of Clausen House to obtain a Congressionally-directed appropriation to carry out an Adult Transition Services Partnership Project to help individuals with intellectual and developmental disabilities (IDD).

I understand that this outstanding non-profit community service provider in Oakland, is seeking an appropriation of \$1,200,000 within the Administration for Community Living, Projects of National Significance account in the fiscal year 2023 Labor-Health and Human Services, Education Appropriations bill.

This project would be developed and implemented in partnership with the Oakland Unified School District and Oakland-based community colleges Laney and Merritt and would serve as a National model for innovative approaches to helping individuals with IDD to transition from high school into young adulthood.

I urge you to request this level of funding for this important project for Oakland; for our State; and for the Nation.

Congresswoman Lee, the Adult Transition Services Partnership team, led by Clausen House, will make a historic contribution to State and National efforts to improve the services available to people with IDD, as these remarkable individuals leave the relatively structured programming within public school systems and transition into a real-world of challenges facing them and their families.

The funding sought will be used by Clausen House – a community service provider with 50 years of experience in providing services to Oakland/Alameda's richly diverse community of individuals with IDD - in a unique partnership with two prominent State colleges; and one of the largest public school systems in the State of California, to fully integrate their collective capabilities to improve the pathway into young adulthood for these important individuals, nationwide.

Specifically, the funding being sought from Congress will allow this coalition of expert transition service providers to carry out new and expanded portfolios of programs to help ensure individuals with IDD,

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California State Senate

SENATOR
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NINTH SENATE DISTRICT



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their families, and caregivers, that they have access to early and sustained services and options for a successful life following the graduation of young adults with IDD from high school and into adulthood.

As a team leader, Clausen House will help coordinate efforts by OUSD, Laney College, and Merritt College to develop a national model, with new integrated approaches to providing transition services to individuals with intellectual and developmental disabilities, and to meet a range of unfunded or underfunded mandates for transition services for young adults with IDD.

The State of California provides services to approximately 300,000 individuals with intellectual and developmental disabilities of whom 1,195 IDD residents are served by colleges in the Peralta Community College District, including Laney College and Merritt College; and 24,000 by the Regional Center of the East Bay, which serves Oakland. All of these remarkable California individuals—as well as IDD citizens across the Nation-- will benefit from the Adult Transition Services Partnership Project—an initiative that will truly be a project of National significance.

For all of these reasons, I strongly urge you to give this initiative a high priority that will assist this unique coalition of advocates for individuals with intellectual and developmental disabilities to obtain important new tools to better handle their transition into adulthood. Thank you in advance for your support of this unique project of national significance.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Skinner".

Nancy Skinner
California State Senator, SD-09



Jaynette Underhill-Levingston
MA, PHR, SHRM-CP
Executive Director

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FAX 510.444.5790

www.clausenhouse.org

Honorable Dianne Feinstein
U.S. Senate
SH-331 Hart Senate Office Building
Washington, DC 20510

Dear Senator Feinstein:

On behalf of a community partnership of Clausen House; the Oakland Unified School District; Laney College and Merritt College in Oakland, California, we are submitting this joint request for fiscal year 2023 Community Project Funding of \$1,198,000 for an **Adult Transition Services Project** to assist individuals with intellectual and developmental disabilities (IDD) – in our Region, our State, and throughout the Nation. These targeted appropriations are being sought within the fiscal year 2023 Labor-Health and Human Services, Education appropriations bill, through the *Administration for Community Living, Developmental Disabilities Projects of National Significance* account.

The funding sought will be used by Clausen House – a community service provider with 50 years of experience in providing services to Oakland/Alameda's richly diverse community of individuals with IDD—and a unique partnership with two prominent State colleges; and one of the most important public-school systems in the State of California, to fully integrate their collective capabilities to improve the pathway into young adulthood for these important individuals, nationwide.

The Clausen House team firmly believes that this Proposal is consistent with the underlying authorities that created the Administration for Community Living (Public Law 106-402) and the Projects of National Significance Program, including statutory provisions within Subtitle E, Section 161 that makes eligible for funding “projects that provide aid to transition youth with developmental disabilities from school to adult life, especially in finding unemployment and postsecondary education opportunities...”

To these ends, the Adult Transition Services Partnership team, led by Clausen House, will make an historic contribution to State and National efforts to improve the services available to people with IDD, as these remarkable individuals leave the relatively structured programming within public school systems and transition into a real world of challenges facing them and their families.

The funding being sought from the Congress will allow this coalition of expert transition service providers to carry out new and expanded portfolios of programs to help ensure individuals with IDD, their families and caregivers, that they have access to early and sustained services and options for a successful life following the graduation of young adults with IDD from high school and into adulthood.

As a team leader, Clausen House will help coordinate efforts by OUSD, Laney College and Merritt College to develop a *National model*, with new integrated approaches to providing transition services to individuals with intellectual and developmental disabilities, and to meet a range of unfunded or underfunded mandates for transition services for young adults with IDD.

For all of these reasons, Senator, I strongly urge you to give this initiative a high priority and assist this historic coalition of advocates for individuals with intellectual and developmental disabilities, to obtain important new tools to better help IDD individuals with their vital transitions into adulthood.

We have attached a detailed project proposal for the Adult Transition Services Partnership Project; a short summary narrative of the project proposal; proposed draft committee report language and copies of additional letters from community leaders supporting our project plan.

Thank you in advance for your support of this unique project of national significance.

Sincerely,



Jaynette Underhill-Levingston
Executive Director
Clausen House



Dr. Kyla Johnson-Trammell
OUSD Superintendent



Dr. Rudy Besikof
President, Laney College



Dr. David M. Johnson
President, Merritt College



Honorable Libby Schaaf
Mayor, Oakland, California



March 16, 2022

Honorable Dianne Feinstein
U.S. Senate
SH-331 Hart Senate Office Building
Washington, DC 20510

Dear Senator Feinstein:

I am pleased to have this opportunity to write and lend my full support to the efforts of Clausen House to obtain Congressionally-directed appropriations to carry out an Adult Transition Services Partnership Project to help individuals with intellectual and developmental disabilities (IDD).

It is my understanding that this outstanding non-profit community service provider is seeking an appropriation of \$1,200,000 within the Administration for Community Living, Projects of National Significance account in the fiscal year 2023 Labor-Health and Human Services, Education Appropriations bill.

This project would be developed and implemented in partnership with the Oakland Unified School District, Laney College, and Merritt College in Oakland and would serve as a National model for innovative approaches to helping individuals with IDD transition from high school into young adulthood.

I urge you to request this level of funding for this important project for Oakland, for our State, and for the Nation.

Senator Feinstein, the Adult Transition Services Partnership team, led by Clausen House, will make a historic contribution to State and National efforts to improve the services available to people with IDD, as these remarkable individuals leave the relatively structured programming within public school systems and transition into a real-world of challenges facing them and their families.

The funding sought will be used by Clausen House – a community service provider with 50 years of experience in providing services to Oakland/Alameda's richly diverse community of individuals with IDD – in a unique partnership with two prominent State colleges; and one of the largest public school systems in the State of California, to fully integrate their collective capabilities to improve the pathway into young adulthood for these important individuals, nationwide.

Specifically, the funding being sought from Congress will allow this coalition of expert transition service providers to carry out new and expanded portfolios of programs to help ensure individuals with IDD, their families and caregivers, that they have access to early and sustained services and options for a successful life following the graduation of young adults with IDD from high school and into adulthood.



As a team leader, Clausen House will help coordinate efforts by OUSD, Laney College, and Merritt College to develop a National model, with new integrated approaches to providing transition services to individuals with intellectual and developmental disabilities and to meet a range of unfunded or underfunded mandates for transition services for young adults with IDD.

For all of these reasons, Senator, I strongly urge you to give this initiative a high priority and assist this unique coalition of advocates for individuals with intellectual and developmental disabilities, to obtain important new tools to better handle their transition into adulthood. Thank you in advance for your support of this unique project of national significance.

Sincerely,

Curtiss Sarikey, LCSW, PPSC
Chief of Staff, Office of the Superintendent
Oakland Unified School District

Jennifer Blake

Executive Director/ SELPA Director,
Department of Special Education



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Honorable Barbara Lee
U.S. House of Representatives
2470 Rayburn House Office Building
Washington, DC 20515

Dear Congresswoman Lee:

I am pleased to have this opportunity to write and lend my full support to the efforts of Clausen House to obtain Congressionally-directed appropriations to carry out an Adult Transition Services Partnership Project to help individuals with intellectual and developmental disabilities (IDD).

It is my understanding that this outstanding non-profit community service provider is seeking an appropriation of \$1,200,000 within the Administration for Community Living, Projects of National Significance account in the fiscal year 2023 Labor-Health and Human Services, Education Appropriations bill.

This project would be developed and implemented in partnership with the Oakland Unified School District; Laney College; and Merritt College in Oakland, and would serve as a National model for innovative approaches to helping individuals with IDD to transition from high school into young adulthood.

I urge you to request this level of funding for this important project for Oakland; for our State; and for the Nation.

Congresswoman Lee, the Adult Transition Services Partnership team, led by Clausen House, will make an historic contribution to State and National efforts to improve the services available to people with IDD, as these remarkable individuals leave the relatively structured programming within public school systems and transition into a real world of challenges facing them and their families.

The funding sought will be used by Clausen House – a community service provider with 50 years of experience in providing services to Oakland/Alameda's richly diverse community of individuals with IDD-- in a unique partnership with two prominent State colleges; and one of the largest public-school systems in the State of California, to fully integrate their collective capabilities to improve the pathway into young adulthood for these important individuals, nationwide.

Jennifer Blake
Executive Director/ SELPA Director,
Department of Special Education

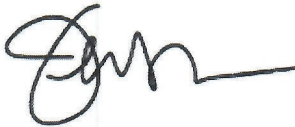


Specifically, the funding being sought from the Congress will allow this coalition of expert transition service providers to carry out new and expanded portfolios of programs to help ensure individuals with IDD, their families and caregivers, that they have access to early and sustained services and options for a successful life following the graduation of young adults with IDD from high school and into adulthood.

As a team leader, Clausen House will help coordinate efforts by OUSD, Laney College and Merritt College to develop a National model, with new integrated approaches to providing transition services to individuals with intellectual and developmental disabilities, and to meet a range of unfunded or underfunded mandates for transition services for young adults with IDD.

For all of these reasons, Congresswoman, I strongly urge you to give this initiative a high priority and assist this unique coalition of advocates for individuals with intellectual and developmental disabilities, to obtain important new tools with which to better handle their transition into adulthood. Thank you in advance for your support of this unique project of national significance.

Sincerely,



Jennifer Blake
Executive Director/ SELPA Director,
Department of Special Education



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Kateri Dodds Simpson
Coordinator of College Access at Oakland Unified School District
1000 Broadway, Suite 300
Oakland CA 94607

10 March 2022

Honorable Dianne Feinstein
U.S. Senate
SH-331 Hart Senate Office Building
Washington, DC 20510

Dear Senator Feinstein:

I am writing to urge you to support the efforts of Clausen House to obtain congressionally-directed appropriations for an Adult Transition Services Partnership Project for individuals with intellectual and developmental disabilities (IDD).

Clausen House, a community service provider with 50 years of experience with Oakland/Alameda's diverse community of individuals with IDD, is seeking an appropriation of \$1,200,000 within the Administration for Community Living, Projects of National Significance account in the fiscal year 2023 Labor-Health and Human Services, Education Appropriations bill.

This project would be developed and implemented in partnership with the Oakland Unified School District, Laney College, and Merritt College in Oakland. It would serve as a national model for innovative approaches to helping individuals with IDD transition from high school into young adulthood.

The funding sought will be used by Clausen House to fully integrate the systems of support at Oakland Unified School District, Laney College, and Merritt College to support the transition into adulthood for individuals with IDD. Specifically, the funding being sought from Congress will allow this coalition of transition service providers to carry out new and expanded portfolios of programs to ensure individuals with IDD have access to early and sustained services and options for success following their completion at the high school level.

As a team leader, Clausen House will help coordinate efforts by OUSD, Laney College and Merritt College to develop a national model, with new approaches to providing transition services to individuals with IDD, and to meet a range of unfunded or underfunded mandates for transition services for this population.

I strongly urge you to give this initiative high priority, as it is a unique funding opportunity to support individuals with IDD to better handle their transition into adulthood. Thank you for your consideration.

Sincerely,

Kateri Dodds Simpson
661.304.9243
kateri.simpson@ousd.org

1000 Broadway, Suite 300
Oakland, CA 94607



January 25, 2022

Honorable Alejandro "Alex" Padilla
U.S. Senate
SH-112 Hart Senate Office Building
Washington, DC 20510

Dear Senator Padilla:

I am pleased to have this opportunity to write and lend my full support to the efforts of Clausen House to obtain Congressionally-directed appropriations to carry out an Adult Transition Services Partnership Project to help individuals with intellectual and developmental disabilities (IDD).

It is my understanding that this outstanding non-profit community service provider is seeking an appropriation of \$1,200,000 within the Administration for Community Living, Projects of National Significance account in the fiscal year 2023 Labor-Health and Human Services, Education Appropriations bill.

This project would be developed and implemented in partnership with the Oakland Unified School District; Laney College; and Merritt College in Oakland, and would serve as a National model for innovative approaches to helping individuals with IDD to transition from high school into young adulthood.

I urge you to request this level of funding for this important project for Oakland; for our State; and for the Nation.

Senator Padilla, the Adult Transition Services Partnership team, led by Clausen House, will make an historic contribution to State and National efforts to improve the services available to people with IDD, as these remarkable individuals leave the relatively structured programming within public school systems and transition into a real world of challenges facing them and their families.

The funding sought will be used by Clausen House – a community service provider with 50 years of experience in providing services to Oakland/Alameda's richly diverse community of individuals with IDD-- in a unique partnership with two prominent State colleges; and one of the largest public-school systems in the State of California, to fully integrate their collective capabilities to improve the pathway into young adulthood for these important individuals, nationwide.

Specifically, the funding being sought from the Congress will allow this coalition of expert transition service providers to carry out new and expanded portfolios of programs

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to help ensure individuals with IDD, their families and caregivers, that they have access to early and sustained services and options for a successful life following the graduation of young adults with IDD from high school and into adulthood.

As a team leader, Clausen House will help coordinate efforts by OUSD, Laney College and Merritt College to develop a National model, with new integrated approaches to providing transition services to individuals with intellectual and developmental disabilities, and to meet a range of unfunded or underfunded mandates for transition services for young adults with IDD.

For all of these reasons, Senator, I strongly urge you to give this initiative a high priority and assist this unique coalition of advocates for individuals with intellectual and developmental disabilities, to obtain important new tools with which to better handle their transition into adulthood. Thank you in advance for your support of this unique project of national significance.

Sincerely,

Rose M. Cásarez

Rose M. Cásarez, MBA
Employment Specialist
Regional Center of the East Bay



Alameda County Developmental Disabilities Planning and Advisory Council
Ben Chen, Coordinator
ADDRESS: 1100 San Leandro Blvd.
San Leandro, CA 94577 PHONE: (510) 267-3261 FAX (510) 273-3865

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Leslie Visbal

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Geneva Ziaoure,

Secretary

Honorable Alejandro "Alex" Padilla
U.S. Senate
SH-112 Hart Senate Office Building
Washington, DC 20510

Dear Senator Padilla,

On behalf of the Alameda County Developmental Disabilities Council, I am pleased to have the opportunity to write this letter and lend our Council's unanimous support for the efforts of Clausen House to obtain Congressionally directed appropriations for Clausen House's Adult Transition Services Partnership Project. This project will actively assist individuals with Intellectual/Developmental Disabilities (IDD) who are transitioning from high school into adulthood.

Clausen House, an outstanding non-profit community-based organization in Oakland, California with over 50 years of experience serving Oakland and Alameda County's diverse communities of individuals with IDD, is seeking an appropriation of \$1,200,000 within the Administration for Community Living, Projects of National Significance account in the fiscal year 2023 Labor-Health and Human Services, Education Appropriations bill.

We urge you to request this level of funding for this important project for the city of Oakland, for California, and for our Nation.

Our Council represents family members, individuals with disabilities, and service providers who work with the IDD community here in Alameda County. For over two decades, a primary focus of our Council has been to provide education and support to families and youth with disabilities, as they transition from the relatively structured services within public school systems into the adult services world. Since 2009, in partnership with local school districts, advocates, family members, service providers, and case managers; our Council has hosted an annual Transition conference to educate families about service options and potential paths for their loved one.

This funding would create The Adult Transition Services Partnership team, led by Clausen House, and create an innovative and much needed service for youth with disabilities and augment the efforts of our Council and other entities that serve youth with disabilities. This project would be completed in partnership with Oakland Unified School District, and two Oakland-based community colleges, Laney College, and Merritt College. Funding would allow this coalition to fully integrate their collective capabilities to improve the pathway into adulthood for youth with IDD nationwide, addressing gaps for youth with IDD and reducing disparities in employment, educational, and life outcomes.

Specifically, the funding being sought from the Congress will allow this coalition of expert transition service providers to carry out new and expanded portfolios of programs to help ensure individuals with IDD and their circles of support have access to early and sustained services and continued options for a successful life following graduation. The project will serve as a national model to establish innovative and integrated approaches to provide transition services for youth with IDD and meet a range of unfunded or underfunded mandates for transition services for young adults with IDD.



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For these reasons, our Council strongly urges you to give this initiative a high priority and support this innovative coalition of advocates for individuals with IDD so that they may obtain and develop crucial new tools and supports to assist youth with disabilities to transition into adulthood. Thank you so much for your consideration and support of this unique project of national significance.

Sincerely,

A handwritten signature in black ink that reads "Angelique Goldberg". The signature is written in a cursive style.

Angelique Goldberg, President
Alameda County Developmental Disabilities Council